



Internship Report on
“Enhancing Learning Through Effective Engagement and Communication Bonds in
Harinakundu Priyonath School and College.”

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ID: 213-10-776

Batch:54th

Course Name: Project Paper with Internship

Course Code: ENG-431

Department of English

Daffodil International University

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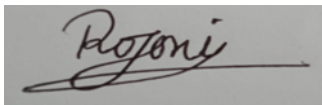
Daffodil International University

Date of Submission: Summer, 2025

Declaration

I hereby certify that I have finished my internship report, which is to be submitted to Daffodil International University, and the title is “Enhancing Learning Through Effective Engagement and Communication Bonds in Harinakundu Priyonath School and College.” I completed this report under the direction of Farjana Yesmin, a lecturer in the English Department and my supervisor. My expertise and professional experience during my time working as an English teacher at “Harinakundu Priyonath School and College” are collected in this report. I used my knowledge, writing abilities, and internship experience to create the report.

I can assure you that this report is the officially approved version, endorsed by my academic advisor, and that it has not been submitted to any other University or institution for any reason.



Moutushi Afshana Rojoni

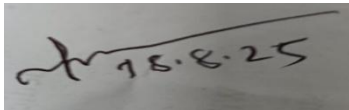
ID: 213-10-776

Department of English

Daffodil International University

Certification of the Supervisor

This indicates that Moutushi Afshana Rojoni, a student in the English department at Daffodil International University with ID number 213-10-776, completed her internship course project paper (ENG 431) under my close supervision. I'm Ms. Farjana Yesmin, and I teach English at DIU as a lecturer at the moment. She gave excellent English lectures at Harinakundu Priyonath School and College during her internship. Rojoni closely followed my recommendations and kept in touch with me throughout her attempt. Every time she faced something difficult, I did everything I could to help her so she could keep going. Because of her outstanding efforts, which can be seen in the content of this project paper, I now allow her to submit her work in the internship report.



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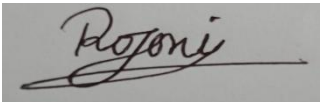
Ms. Farjana Yesmin

Lecturer of English Department

Daffodil International University

Acknowledgements

I am grateful to Almighty Allah from the bottom of my heart before I start talking about my accomplishments. I also want to express my gratitude to Ms. Farzana Yesmin Maam, my esteemed supervisor, for her perceptive criticism, ongoing encouragement, and helpful advice, all of which were crucial in helping me finish my project paper on schedule. My sincere gratitude is sent to Md. Hasanuszaman sir, the distinguished principal of Harinakundu Priyonath School and College, for granting me permission to complete my internship at his reputed establishment. Both Md. Salah Uddin and Md. Borhan sir, the school's English teacher, has my sincere gratitude for their consistent assistance, insightful advice, and kind words of inspiration, which have made my trip easier and more fulfilling. I would especially like to thank everyone of my students for their active participation in my lessons and for helping them succeed. Lastly, I would want to express my gratitude to everyone who helped me finish my internship by standing by my side and encouraging me along the way.



Moutushi Afshana Rojoni

ID: 213-10-776

Department of English

Daffodil International University

Abstract

This internship report explores the importance of student-teacher relationships in high school education under the heading "Enhancing Learning Through Effective Engagement and Communication Bonds in Harinakundu Priyonath School and College." It initially outlines the many ways that students and teachers work together, from mentorship and shared learning experiences to regular classroom education, and how these relationships manifest in day-to-day classroom activities. Furthermore, the study explores the ways in which strong student-teacher connections may enhance learning outcomes, encourage student involvement, and encourage positive emotions. The study outlines critical qualities that support the establishment and upkeep of effective connections, including empathy, respect, and good interaction based on experiences made in classrooms. Following that, it discusses common topics that might make building these connections challenging. The study concludes by offering simple and useful recommendations for enhancing student-teacher relationships and establishing a more effective, encouraging, and loving learning environment for all parties involved in high school education.

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Chapter 1

Introduction

Introduction

In the context of education, the relationship between students and teachers is essential for shaping personal development and preparing them for future responsibilities, in addition to academic achievement. I experienced how genuine relationships between teachers and students may enhance learning outcomes and create a positive academic environment during my internship at Harinakundu Priyonath School and College.

Bangladesh values teacher-student connections at all levels because of its rich cultural and educational history. From elementary schools to upper secondary institutions, this relationship is a constant in promoting ethical and intellectual growth. Under the supervision of Ms. Farjana Yesmin, the internship program at Daffodil International University, which is a necessity for the Department of English's final semester, has given me the opportunity to observe this connection in authentic classroom settings.

The act of respect and loyalty are the fundamentals of the student-teacher relationship. Knowledge is not only imparted but also acquired in a classroom where students are comfortable and encouraged to share their thoughts. Students actively interact, ask questions, and research novel concepts under the guidance and inspiration of their teachers. When combined, they create a learning environment that is just as significant as the curriculum.

It has grown more important to strengthen the teacher-student relationship in view of Bangladesh's social and educational advancement. It serves as a medium for character development, skill improvement, and information exchange. I was able to observe firsthand during my internship how this contact may inspire pupils, give them more self-assurance, and advance their overall intellectual growth.

Chapter 2

Objectives

Objectives

My desire to create a positive and stimulating atmosphere for learning drove my internship as an English teacher at Harinakundu Priyonath School and College. The main goal was to research and improve the English language instruction techniques often used in Bangladeshi schools by using engaging and innovative teaching techniques. I focused on several important aspects of successful learning throughout my placement, including enhancing students' communication and engagement skills. In addition, I wanted to design engaging lessons, encourage creative thinking, and build a nurturing learning atmosphere where kids are motivated to actively engage in their own education.

- **Explore the different ways students and teachers can work together to enhance the learning experience.**
- **Examine how strong and good student-teacher connections influence successful learning outcomes.**
- **Identify the common problems and obstacles that impact the quality of student-teacher interactions.**
- **To increase involvement and academic performance, provide easy and realistic techniques for developing student-teacher connections.**

Chapter 3

Methodology

Methodology

Choosing the Institution: One of the most significant stages in my internship was selecting the right school. I investigated a number of educational institutions before I started, but I wanted to find one that provided both a pleasant atmosphere and real-world teaching opportunities. After examining my options, I decided on Harinakundu Priyonath School and College since it was willing to employ me as a student intern, and it fit my requirements. On May 3, 2025, I started my job at the institution as an English teacher.

Departmental Recommendation: Following my institution selection, I submitted the principal of Harinakundu Priyonath School and College with a departmental reference letter that I had gotten from the English department of Daffodil International University. I have been permitted to begin my internship pursuant to Ms. Farjana Yesmin's supervision, thanks to this official authorization.

Taking Permission: I needed formal approval from the institution's authorities in order to start the internship. The principal gave me a warm greeting and happily fulfilled my wish. My supervisor at the university then confirmed that my internship had been appropriately recognized.

Class Observation: During my first several days, I witnessed courses taught by experienced teachers. I paid great attention to how they handled student behavior, communicated lessons, and engaged students from all backgrounds. Some children were extremely attentive and engaged, while others needed further encouragement to focus on the courses.

Class Experience: I gradually began taking classes on my own. My first experience teaching in a high school was both thrilling and hard. Managing a class and ensuring that all pupils comprehend the subject requires patience and planning. By giving five English sessions on my own, I was able to use many of the principles I had acquired via observation. This experience significantly increased my teaching confidence and classroom management abilities.

Internship Procedure: I watched and taught many classes over a 3-month period. I produced lesson plans to ensure effective classroom instruction. While monitoring the courses, I also kept a pertinent checklist. Collect all of the information accurately.

Chapter 4

Institution Details

Institution Details

Institution Name	Harinakundu Priyoanth School and College
Location	Harinakundu, Jhenaidha
Date of Establishment	1872
Number of Students	700
Number of Teachers	16
Number of Staff	4
Dress Code	Students must wear a certain uniform and are not permitted to attend classes without it.
Class Time	10:00 – 4:00
Library	A medium-sized library is located near the teachers' room.
Playground	Yes
Coeducation	Combined
Digital Classroom	No
Canteen	No
CCTV Security	Yes

Chapter 5

Internship Activities

5.1 Class Observation 1

Name of Institution	Harinakundu Priyoanth School and College
Teacher's name	Md. Borhan
Class	9
Section	Combined
Subject Name	English 1 st Paper
Date	04.05.2025
Time	10:15 – 11:00
Topic Name	“Girl” by Jamaica Kincaid
Teaching Materials	White Board, Marker, Textbook

On my second day at school, I got the opportunity to observe the class English 1st paper in class 9, which was conducted by Md. Borhan. I was a little bit nervous, but after entering the class, my fear was gone after seeing the happy faces of the students. They were very excited to know about me. First, Sir introduced me to all the students in the class and told them the purpose of my visit. The students accept me very warmly. I am sitting beside the student and observing the whole class. Md. Borhan gave me a textbook so that I could understand what he delivered in today's class.

Md. Borhan began the session by asking students some basic questions about the text "Girl" by Jamaica Kincaid. This allowed the students to connect with the topic and encouraged them to engage enthusiastically. Md. Borhan encouraged students to open their textbooks and listen as he read the section aloud. He was prevented at critical moments to clarify foreign language and significant idioms. He next asked students to identify the text's primary themes and concepts. To encourage learning, he asked the students brief questions, ensuring that everyone remained focused. Students who struggled with the answers were given further explanations, and he diligently explained each topic.

Some students courageously questioned the meaning and context of certain lines, showing the positive relationship between the teacher and the class. Even the quietest students were encouraged to react, and Md. Borhan provided guidance and examples that enhanced their confidence.

As the session came to a close, Md. Borhan reviewed the key points of the book and invited the students to express their knowledge in their own words. The class had 5 minutes left to finish. Mr. Borhan called me to say something on this topic. During the observed class, I saw a quote, “One is not born a woman, one becomes a woman,” by Simone de Beauvoir. I finished my speech to explain the quote.

Overall, I was delighted by his engaging and student-friendly teaching style. He gave equal attention to all students, made sure that weaker children did not feel excluded, and created a positive environment. The students' passion to engage in the session reflected a strong and pleasant teacher-student connection.

5.2 Class Observation 2

Name of Institution	Harinakundu Priyoanth School and College
Teacher's name	Md. Salah Uddin
Class	8
Section	A (Boy)
Subject Name	English 1 st Paper
Date	05.05.2025
Time	10:15 – 11:00
Topic Name	Dialogue
Teaching Materials	White Board, Marker, Textbook

It was the second day of my class observation. The class was conducted by the senior teacher, Md. Salah Uddin, the English teacher for class 8, English 1st paper. We enter the class together. Suddenly, he starts a conversation with me, saying, "Hello Moutushi, how are you? Then I replied, "I am pretty well today. What about you? He replied, "I am also good, and I welcome you to my class. Let's start the class. Then he looked at the students and said, "Your topic today is dialogue." The conversation we recently had is part of our topic. This warm-up practice captivated their interest and inspired engagement.

Md. Salah Uddin then went over the important aspects of dialogue writing, such as appropriate punctuation, the use of conversational language, and preserving logical flow. He created a sample dialogue on the board and read it aloud, highlighting each of these elements. Following that, he asked students to find errors in another sample dialogue he presented. To make the lesson more participatory, he paired the students into pairs and instructed them to compose brief conversations on certain subjects, such as "A conversation between two friends about preparing for exams." As students worked, he strolled about the classroom, assisting those who were struggling and providing criticism to help them better their work.

Some students easily express their conversations openly, while others need practice. Md. Salah Uddin gently assisted the unwilling kids by providing them with introductory phrases. His warm personality and encouraging tone kept students interested throughout the lecture.

Overall, the class was well-planned, lively, and student-centered. Md. Salah Uddin's ability to connect with students, meet their unique needs, and create a vibrant classroom environment made the session both pleasant and effective. The good environment in the classroom reflected the strong link between the instructor and the pupils, which is required for optimal learning.

5.3 Class Observation 3

Name of Institution	Harinakundu Priyoanth School and College
Teacher's name	Md. Salah Uddin
Class	8
Section	B (Girl)
Subject Name	English 2nd Paper
Date	06.05.2025
Time	11:00 -11:45
Topic Name	Narration
Teaching Materials	White Board, Marker, Textbook

It was the third day of my class observation. The class was conducted by Md. Salah Uddin, the English teacher for Class 8, 2nd Paper. The students looked cheerful and energetic when I entered the classroom. Md. Salah Uddin welcomed the students and explained the day's topic, narration.

He started the class by asking the students basic questions on narration, such as the difference between direct and indirect speech, to refresh their existing knowledge. This brief conversation helped students maintain key ideas and mentally prepare them for the main content of the course. From that, he presented the principles for switching from direct to indirect conversation, with a focus on pronouns, tenses, and spatial expressions. He contributed clear examples on the board and discussed them one by one, making it easy for the students to follow. To make the class interactive, he gave students some lines in direct speech and asked them to translate them into indirect speech. Some children volunteered willingly, while others needed some prodding. Md. Salah Uddin went around the classroom, assisting those who needed help and encouraging right answers to keep motivation high. During the class, some students gossip, then he changes the seating of those students and says to pay attention to the class. He also identified some frequent faults students make while translating narratives and taught them how to prevent them. This section of the class helped to clarify several questions. In the final few minutes, he assigned each student a short activity to do separately. He then went over the responses with the class, making sure everyone grasped the topics fully. The students were enjoying the class.

Overall, the session was really fascinating and effective. Md. Salah Uddin's meticulous approach, together with his patience and encouragement, made the course simple to understand. The students appeared motivated and confident, and the welcoming classroom environment played an important role in their active involvement.

Chapter 6

Teaching Experiences

6.1 Teaching Experience 1

Class	7
Section	B (Girl)
Subject Name	English 1st paper
Date	11.05.2025
Time	11:45 – 12:30
Topic Name	Helen Keller

The session started at precisely 11:45 PM, and I was greeted by the excited and inquisitive looks of the student. I presented the day's topic, Helen Keller, an outstanding person who overcame physical barriers to achieve incredible accomplishments, and their eagerness to learn was evident. I gave a quick explanation of why people all throughout the world find motivation in her life and accomplishments.

I started with a brief storytelling session in which I recounted significant events from Helen Keller's life in order to capture their attention. I talked about her early struggles with deafness and blindness, her will to study, and her collaboration with her instructor, Anne Sullivan. To help each student see and connect to the lecture, I utilized straightforward language and a few pictures. At 12:05 PM, I began an interesting group activity. Different facets of Helen Keller's life, including her childhood, education, achievements, and societal investments, were assigned to each team of five students. After an internal debate, one representative from each group presented their findings to the class. This activity encouraged collaboration and study while also boosting their self-esteem and presentation skills. Students asked interesting questions, including how Helen Keller learned to speak or how she became a published author. I calmly answered all of their inquiries and encouraged them to think about the qualities—tenacity, endurance, and resilience—that they may adopt from her life. As a few learners even shared anecdotes about individuals they knew who had successfully surmounted obstacles, the discussion got more involved and intimate

As the teaching time drew to an end, I gave the students a quick review assignment that asked, "What lesson from Helen Keller's life inspires you the most?" and highlighted the key lessons learned from her story. As a consequence, they were able to evaluate the discussion and express their thoughts.

It was an engaging and interesting lesson. The children were emotionally moved by Helen Keller's story and eagerly participated in every activity. The students and I as a whole benefited from the activity, in spite of a few minor problems with time and concentration. The techniques I had observed earlier in my internship helped me to effectively oversee the class and build strong relationships with the children.

6.2 Teaching Experience 2

Class	6
Section	A (Boy)
Subject Name	English 2nd paper
Date	18.05.2025
Time	11:00 -11:45
Topic Name	Parts of Speech

Around 11:00 PM, the lecture started, and it ended at 11:45 PM. As the students adjusted, I observed a combination of excitement and enthusiasm. I began by outlining that the primary topic of today's class would be about "Parts of Speech," a crucial component of English grammar that will improve their ability to write and communicate.

I started by giving a brief overview of "Parts of Speech" and their role in creating proper sentences. I illustrated each of the eight parts of speech—noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection—on a chart I drew on the board. At around 11:10 PM, I moved to an interactive section. I displayed sentences on the board and asked the students to identify and categorize the parts of speech in those phrases. I also encouraged them to share their own comments for the class to read. This activity helped the students remember and apply what they had learned right away and made the lesson more engaging. At 11:25 PM, I separated the class into smaller groups and handed each one a few lines. Their assignment was to bring attention to or emphasize particular speaking points in the given text. One representative was chosen by each group to deliver their results to the class. Their confidence and presenting abilities both increased as a result. I gave them a little homework assignment at the conclusion of class. Students were required to create five sentences and determine each word's part of speech. In addition, I provided answers to queries and outlined the key points.

Students showed interest and progress in their comprehension of the elements of speech, and the lesson was effective and engaging. The class may be even more effective in the future with improved time management and more assistance for less proficient students.

6.3 Teaching Experience 3

Class	6
Section	B(Girl)
Subject Name	English 2nd paper
Date	21.05.2025
Time	11:00 -11:45
Topic Name	Right Form of Verbs

In order to provide a welcoming environment, I welcomed the students pleasantly when I started the lesson at 11:00 PM. I gave an overview of the day's subject, "Right Form of Verbs," and discussed its significance in crafting grammatically sound phrases. I told them that the subject, tense, and sentence structure all impact the verb forms.

I started by writing a few sample phrases without verbs on the board, like this:

She ____ (go) to school every day.

They ____ (finish) the work yesterday.

As I guided the students in using the proper tense and subject-verb agreement, I asked them to fill in the spaces. I covered irregular verb modifications and the fundamentals of creating verbs in the present, past, and future tenses at 11:10 PM. I then split the class up into pairs and gave them quick tasks to do jointly. They were able to rehearse and talk with peers about the right replies to thanks to this. While some students picked up the idea quickly, others need more help, particularly when it comes to irregular verbs and perfect tense forms. I went over the responses with the class at 11:30 PM, giving them a chance to approach the board and discuss their selections. This promoted involvement and boosted self-esteem. After reviewing the key guidelines, correcting common errors, and assigning homework—a worksheet with ten sentences for verb form practice—I adjourned the session at 11:45 PM.

The majority of students improved their comprehension of verb forms as a result of the engaging and successful class. I want to modify time management to accommodate more exercises and offer irregular verb practice in subsequent courses.

Chapter 7

Overall Finding

Overall Finding

Based on my classroom observations, interactions with students, and overall teaching experience during the internship, my findings are as follows:

- Respect and understanding between students and teachers provide a welcoming and encouraging environment in the classroom where kids feel comfortable asking questions and sharing ideas.
- A lot of students were excited to participate in activities, particularly when classes included real-world scenarios and analogies. Their confidence and learning of English both increased as a result.
- Some less capable students shunned social engagement, losing out on opportunities for assistance. Additional encouragement and individual support could accelerate their development.
- While a few students picked things up quickly, others need further clarification and examples. This demonstrated the necessity of using distinct teaching strategies for various students.
- Effective seating arrangements and vigilant supervision maintained students' attention. Distracted pupils' attentiveness was enhanced by switching seats.
- More involvement and interest in class activities were fostered by a teacher who was kind and courteous.
- Students were able to participate in activities and enhance their comprehension of the teachings because of the close relationship they had with their professors.

My internship experience has shown me that a successful learning environment depends on teachers and students having a strong and respectful connection. Academic performance and student participation may be further improved by attending to the requirements of less wealthy students, implementing interesting teaching techniques, and efficiently running the classroom.

Chapter 8

Recommendations

Recommendation

Based on my internship experience, I would like to provide the following recommendations to further strengthen student–teacher relationships and improve the learning environment:

- Create outdoor areas and playgrounds where educators and students may interact via activities and sports, fostering camaraderie and collaboration.
- To strengthen bonds to make learning more enjoyable, plan activities that let teachers and students collaborate, including interactive classes, group projects, or cultural displays.
- Instructors should deliberately recognize and respect the opinions of their students. Similarly, in order to foster a collaborative learning environment, it is critical to assist students in understanding the perspectives of their instructors.
- Make use of engaging assessments, multimedia tools, and technological resources to increase student engagement and foster fruitful teacher-student collaboration.
- Teachers enable them to plan associations or extracurricular initiatives based on what interests them and motivate students to engage and share their experiences outside of their educational setting.
- Motivate students by giving them positive suggestions and by constantly encouraging them to participate in their celebrations, including debates, sports, and cultural gatherings.
- Build up additional training or guidance for the less fortunate students to offer them customized counseling and help them feel better about themselves.

Chapter 9

My Learning from this Internship

My Learning from this Internship

This internship has taught me a lot and helped me grow as a teacher and a learner. I came to understand that when instructors and students have a strong and respectful relationship, a classroom might grow brighter and more friendly. I found that while students have confidence, they are more likely to participate and express their thoughts. I learned practical techniques for managing a classroom, such as how to arrange the seats to enhance focus, student participation, and the upkeep of positive discipline. Furthermore, I learned how to adapt my teaching methods to suit pupils with different learning preferences—some want more explanations and scenarios, whereas some take things up quickly.

I recognized that students' trust in as well as excitement for learning increased as a result of engaging activities, situations from life, and open discussions. In order to help the students with limited resources catch up, I also discovered how crucial it is to support collaborative learning, deliver additional help, and inspire them. I discovered from this encounter that classroom instruction is more than just delivering information; it's also important to build relationships with your students, earn their trust, and create an environment where every person feels motivated to develop.

Chapter 10

Conclusion

Conclusion

My teaching and class observation experiences have been really fulfilling, and they have helped me get a deeper and more comprehensive understanding of the teaching profession. Through this internship, I was able to apply my theoretical knowledge in authentic classroom environments, which helped me understand the actual duties and honor of teaching. I learned a lot about the educational system in Bangladesh, the different requirements of children, and the need to develop cordial, helpful connections between educators and students. I've gained greater self-assurance in my teaching skills, learnt how to adjust to various classroom scenarios, and realized how important empathy, tolerance, and creativity are to good instruction. I have no doubt that the abilities, information, and experiences I have acquired will help me in my future work as a teacher. I truly appreciate Daffodil International University's department providing me with this chance. I would like to express my gratitude to Ms. Farjana Yesmin, my supervisor, for her unwavering support, encouragement, and helpful criticism. Additionally, I am grateful to the faculty and students of Harinakundu Priyonath School & College for their cordial collaboration and encouragement, which not only made our trip instructive but also remarkable and significant.

Chapter 11

Appendices

11.1 Appendix 1: Placement Letter



Faculty of Humanities
and Social Science

Ref: Internship Placement/252

Date: May 9, 2025

To

The Principal

Horinakundu Prionath School and College
Horinakundu, Jhenaidah

Subject: Request for Internship Placement

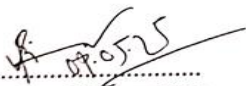
Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering a BA in English for the partial fulfillment of the requirement for the BA in English Degree. Students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention to the fact that **Moutushi Afshana Rojoni**, **ID Number: 213-10-776**, has completed 123 credit hours in 41 courses from the Department of English. It would be highly appreciated if you could kindly allow her to be an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With best regards,


.....
Dr. Ehatasham Ul Hoque Eiten
Assistant Professor & Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd



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01841493050, Fax: +8802224441835, E-mail: info@daffodilvarsity.edu.bd www.daffodilvarsity.edu.bd

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11.2 Appendix 2: Joining Letter

Date: 03/05/2025

To the Headmaster

Harinakundu Priyonath School & College

Address: Harinakundu, Jhenaidha

Subject: **An intimation for joining on duty.**

Respected sir,

I am writing to formally accept the offer to join your school as an intern. I will be joining your prestigious school as an intern under the post of assistant teacher. I assure you that my educational background and work experience will help me contribute as an efficient employee in your esteemed school.

I therefore hope that you would be kind enough to grant my joining letter.

Yours sincerely,

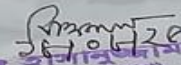
Moutushi Afshana Rojoni

ID: 213-10-776

Department of English

Student of Daffodil International University

Email: afshana10-776@diu.edu.bd


মোঃ ইমানুইল
অধ্যক্ষ (ভারপ্রাপ্ত)
হরিনাকুন্ড প্রিয়নাথ স্কুল অ্যান্ড কলেজ
হরিনাকুন্ড, বিনাইদহ।
ইন নং-১১৬৩৯৩
মোবাইল: ০১৭৫৭-৬৯৯১২৬

11.1 Appendix 1: Internship Certificate



হরিণাকুণ্ড প্রিয়নাথ স্কুল অ্যান্ড কলেজ

ডাকঘর ও উপজেলা: হরিণাকুণ্ড, জেলা: বিনাইদহ

স্থাপিত: ১৮৭২ ইং

মোবাইল: ০১৭৫৭৬৯৯১২৬, ০১৩০৯১১৬৩৯৩

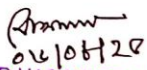
LINE: 116393

email: sprionath19393@gmail.com

To Whom It May Concern:

This is to certify that Moutushi Afshana Rojoni, has completed her 'Internship' as an English teacher at Horinakundu Prionath School & College, from 03-05-2025 to 30-07-2025. During this period, she has done a very positive performance with the young learners as well as the concerned authority. As far as I know, she bears a strong moral character.

I earnestly wish her grand success in every sphere of life.


06/08/25
MD. HASANUSZAMAN
PRINCIPAL (INCHARGE)
HORINAKUNDU PRIONATH SCHOOL & COLLEGE
HARINAKUNDU, BINODI

11.2 Appendix 2: Some photos during the class





Pair Work



Group Work



11.3 Appendix 3: Plagiarism Report

213-10-776

ORIGINALITY REPORT

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